

# Strategic Improvement Plan 2021-2024

## Cronulla South Public School 3668



# School vision and context

## School vision statement

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Our vision is for all learners to be engaged to their full potential so as to be assessment capable, and for teachers to use data effectively as evidence, enabling all to achieve their very best in literacy and numeracy to grow each year to their maximum.

## School context

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With school excellence sitting at its heart, Cronulla South Public School is a vibrant learning community with breadth in opportunity and participation provided to all learners. It is located in the south of Sydney on the Cronulla peninsula close to the Pacific Ocean. It is a relatively small school of 263 learners (11 classes) in 2021 with approximately 25% from a language background other than English and a range of socio-economic backgrounds. It has a close inclusive community with which the school communicates frequently on matters of learning and wellbeing to drive a strong sense of belonging and connectedness.

The last school plan saw a significant focus on leadership and culture which resulted in improvements in wellbeing and the importance of leadership being nurtured in all students. Further, strong expectations of being safe, respectful and active learners through Positive Behaviour for Learning and the Leader in Me programs were established. Students participate in a wide range of opportunities across the creative and performing arts, STEM and sport. Our strong P&C has worked closely with the school to improve the learning environment in the school.

Staff, students and parents involved themselves in the development of a situational analysis to better inform the development of this strategic improvement plan. From the analysis and interpretation of these data, along with the system generated targets for literacy and numeracy, the need for a primary focus on numeracy was identified. Furthermore, a need for enhanced use of assessment strategies, especially the assessment as, and for learning, combined with enhancements in the way we use data to identify learners needs so that teaching can be best targeted and differentiated, and growth maximised.

Over the next four years, an instructional leadership approach will be taken where leaders will mentor and coach teachers, work alongside them and develop new approaches to the assessment of students to diagnose where they are at the beginning of learning, adjust teaching responsively as learning happens, and collect, analyse, visualise and interpret the data generated to enhance this process. While focusing on numeracy, with a strong emphasis on establishing quality programming, progression based small group learning and building the capacity of staff to develop numeracy routines such as number talks, game-based learning and rich tasks to meet the needs of HPGE students.

The strategic directions of this plan deliberately reinforce each other through narrow and deep focussed activities designed to deliver student growth in all areas of the school curriculum. Close consultation with the school community will continue throughout the progress of the school improvement plan and be adjusted based on a Questions, Data, Analysis and Interpretation (QDAI) approach.

# Strategic Direction 1: Student growth and attainment

## Purpose

This consideration will focus on numeracy and address the needs across the school in these areas to meet the targets expressed in the improvement measures. Using an instructional leadership approach where leaders become the guides to practice and improvement in curriculum, assessment, effective classroom practice, the school will develop teachers capabilities so that it becomes an embedded part of classroom practice. This will guide what is being looked for in classrooms as a collaborative practice where teachers frequently visit each other's classrooms.

## Improvement measures

### Target year: 2022

#### Top Two Bands

To increase or maintain the percentage of students achieving in the top 2 bands NAPLAN numeracy from 2019 to at or above our lower bound target. Uplift equals 3.3%.

### Target year: 2023

#### Growth Targets

The proportion of Year 5 students achieving expected growth for numeracy continues the uplift of 6.7% from 2019, required to meet the lower bound system negotiated target.

### Target year: 2024

#### School Targets

To move towards excelling in the Curriculum element of the School Excellence Framework.

### Target year: 2022

To increase or maintain the percentage of students in 2019 Reading to **beyond our upper bound** target.

### Target year: 2023

## Initiatives

### Numeracy Initiative 2021-2022

To develop and embed high impact numeracy strategies into teaching practice that target all learners, the community, and utilise data and assessment practice developed in strategic directions 2 and 3.

### Explicit Teaching and Feedback

- High impact capacity building in the numeracy progressions, their embedding in teaching and learning programs, linking to data collection and assessment (SD 2 and 3) and how they may be used to differentiate for all learners including High Potential and Gifted Education (HPGE) students, and those requiring additional learning support.

### Collaboration

- Instructional leader-led collaborative teaching of progression sub-elements (starting with Quantifying Numbers), as stages, differentiated into subgroups and informed by termly collaborative data dives. This will model high expectations, explicit teaching, develop data skills (SD3) so that this practice can be applied in classrooms.
- Development of quality resourced numeracy programs from K-6, informed by *High Impact* professional learning and recent research and facilitated by Strategic School Support. These programs will embed formative and summative assessment, data collection, visualisation and interpretation techniques. Programs will be reviewed using a rigorous semester-based program reflection and review process including Strategic School Support that targets numeracy.
- Involvement in the University of Newcastle Quality Teacher Rounds (QTR) research and the establishment and inclusion of QTR Professional Learning Communities (PLC) at Cronulla South from 2022.

### High Expectations

- High impact capacity building in numeracy

## Success criteria for this strategic direction

### Curriculum

- Teachers and leaders respond to trends in student numeracy achievement, at an individual, group and whole-school levels.
- Teaching and learning programs are dynamic, reviewed based on a developed process, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### Effective Classroom Practice

- Teachers employ evidence-based effective teaching strategies in numeracy that respond to data and subsequently optimise learning progress for all students including HPGE, EaLD and high support needs, students.

### Learning Culture - High Expectations

- Teachers work in partnership with each other, leaders and parents to model high expectations and plan and support learning in the pursuit of excellence in learning.

### Educational Leadership - Instructional Leadership

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

### Question:

- Are our students growing and attaining in numeracy?
- What has been the impact of our collaborative strategies including instructional leadership and Quality Teacher Rounds to increase staff capacity for quality teaching practice?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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The proportion of Year 5 students achieving expected growth for reading continues the uplift of 3.4% from 2019, required to meet the lower bound system negotiated target.

### Target year: 2024

To move towards excelling in Collaborative Practice themes of the Learning and Development element and Feedback theme of Effective Classroom Practice.

### Target year: 2024

To move towards excelling in High Expectations in the Learning Culture element of the School Excellence Framework.

### Target year: 2024

To increase the percentage of targeted students achieving their individual learning goals/stage benchmarks based on PAT effect sizes so that equity gaps are closing.

## Initiatives

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pedagogical approaches such as the use of the 'worked example', number talk, rich problem solving and that target the full gamut of learners from HPGE to lifting middle-band students to those requiring additional learning and EaLD and learning support.

## Evaluation plan for this strategic direction

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- What has been the impact of instructional leadership capacity building on leaders effectiveness in supporting teachers?
- What has been the impact of our high expectations and HPGE implementation strategies?

### Data

- Staff survey, workshop and focus group activities.
- PAT, NAPLAN, LitPro, SpellIT, Check-In Assessment, GAP Testing, Numeracy Progressions.

### Analysis:

- Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

### Implication

- Rigorous analysis of the data to determine impact will guide both ongoing implementation, as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Assessment capable teachers and learners

## Purpose

The school recognises the importance of assessment as attributed in research and teachers expressed that they need better skills in this area. We will explore and build capacity for the design of assessment and effective feedback and develop the capacity to implement quality formative and summative assessment, focussed on building assessment capable teachers and learners.

## Improvement measures

### Target year: 2024

To move towards excelling in the Formative and Summative Assessment themes of the Assessment element of the School Excellence Framework.

### Target year: 2024

To move from the 2020 baseline of 3.7 towards a staff rating of 5 for the, What Works Best (CESE, 2020) area of assessment.

### Target year: 2024

Move towards excelling in the Student Engagement theme of the Assessment element within the School Excellence Framework.

## Initiatives

### Assessment Initiative

To build capacity for and embed high impact formative and summative assessment strategies into teaching and learning programs to fuel explicit teaching and develop learners who know what they need to learn and how to get there. These activities are closely linked to and designed to enhance SD1 - Student growth and attainment activities.

### Formative Assessment

- High impact capacity building for teachers in the use of formative assessment strategies: learning intentions and success criteria, eliciting evidence, effective feedback (see Feedback below) and self and peer assessment.
- Integration of formative assessment into weekly teaching and learning programs, peer observation of explicit teaching practice through classroom observations and from 2022, the establishment of QTR PLC's to provide responsive evaluation and reflection of practice.

### Summative Assessment

- High impact capacity building into the development of effective summative assessment instruments, rubrics and integration with the ACARA learning progressions and insights from published visible learning research.
- Development of reliable summative assessment instruments evaluated using the Quality Teacher Framework for assessment, and integration with quality programming program development activities as part of SD1 .

### Feedback (linked to SD1)

- Reflect and communicate about learning tasks with students.
- Provide students with specific feedback that feeds forward (where to next in learning) so that students know what they need to do next to achieve growth as

## Success criteria for this strategic direction

### Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Formative assessment is practised expertly by teachers.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Feedback from students on their learning derived from assessments informs further teaching and student feedback is elicited by teachers and informs their teaching and future directions in learning
- Systematic and reliable assessment information is used to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of ability, HPGE, EaLD, DDA and other LaST students

## Evaluation plan for this strategic direction

### Questions

- What has been the impact of the enhancement of assessment practices on students and staff?
- What quality assessments have been developed and what are they telling us?
- How do we know assessments are meeting the needs of all students?

## Strategic Direction 2: Assessment capable teachers and learners

### Initiatives

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- a learner.
  - Encourage students to self-assess, reflect and monitor their work.
  - Develop mechanisms to ensure that students act on feedback that they receive.
  - Provide opportunities for student voice and linking to assessment practices.
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### Evaluation plan for this strategic direction

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- What is the student voice telling us about engagement and achievement?

#### Data

- What works best teacher assessment practice tool.
- Collaborative observations of practice and PDP feedback.
- Quality Teacher Framework for Assessment review scores and evaluation.
- Focus groups.

#### Analysis:

- Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

#### Implication

- Rigorous analysis of the data to determine impact will guide both ongoing implementation, as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Data Versatile School

## Purpose

Explicitly tied to effective leading, teaching and learning is the efficient use of data. To measure impact, make decisions for teaching, learning and wellbeing, we will learn to collect meaningful data, visualise, analyse and interpret it so that it becomes a decision-making tool embedded in day to day practice across the school.

## Improvement measures

### Target year: 2023

The percentage of students attending 90% of the time shows an uplift of 4.2% from 2019 to meet the lower bound system target.

### Target year: 2024

School self assessment in Data Skills and Use indicates movement from Sustaining and Growing to Excelling.

### Target year: 2024

School self assessment in Effective Classroom Practice indicates movement from Delivering to Excelling.

### Target year: 2024

Move towards excelling in Curriculum - Differentiation.

## Initiatives

### Data Informed Practice

To build capacity for the school to collect data, visualise and analyse it at points in time and longitudinally to better meet the needs of decision making in teaching and learning and school planning.

Development of the capacity to understand how:

- educational datasets can be collected, how they can be visualised (by putting faces to data);
- how they are prone to bias;
- how they can be analysed and interpreted and used to make valued decisions in leading, teaching and learning; and
- lead to better learning outcomes (linked to strategic directions 1 and 2).

1. Leaders will develop processes and structures to connect (relate) different datasets to each other to discover and avoid bias.
2. Teachers and leaders will be provided with time for data dives with colleagues to collaboratively understand data their learners are delivering, as well as how it relates to other learners across the school.
3. Focus on school attendance as a data skills activity to collaborate with the community on developing better attendance at school will focus on improving school attendance.

## Success criteria for this strategic direction

### Data Skills and Use

- Teachers have a sound understanding of data concepts (e.g. causality, bias) and how they affect assessment outcomes to effectively avoid gut responses
- Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice as data dives.
- Faces are placed to data and progress is tracked more effectively over time to develop better student growth over time
- Learning goals for students are informed by analysis of internal and external student progress and achievement data
- School staff collaborate with the school community to use student progress and achievement data to evaluate the effectiveness of the school improvement plan
- Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

### Curriculum - Differentiation

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

## Evaluation plan for this strategic direction

### Questions

- What has been the impact of our enhanced strategies in data skills and use for students and staff?

### Evaluation plan for this strategic direction

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- What is our student voice telling us about the effectiveness of differentiation in classrooms?
- What has been the impact on teacher understanding of data literacy?

#### Data

- All data collected as in strategic directions one and two, including; student assessment data, attendance data and feedback from data dives, collaborative teacher discussion sessions and surveys.

#### Analysis:

- Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

#### Implication

- Rigorous analysis of the data to determine impact will guide both ongoing implementation, as well as future school planning to provide continuous improvement, ensuring students grow in their learning.